

Texas Education Agency Standard Application System (SAS)

| 2017-2018 Perkins Reserve Grant | | | | |
|--|---|-----------|--------------------------|---|
| Program authority: | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1) | | | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | November 13, 2017, to August 31, 2018 | | | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2017 SEP 13 PM 3:18 </div> |
| Application deadline: | 5:00 p.m. Central Time, September 26, 2017 | | | |
| Submittal information: | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | | | |
| Contact information: | Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060 | | | |
| Schedule #1—General Information | | | | |
| Part 1: Applicant Information | | | | |
| Organization name | County-District # | | | Amendment # |
| Freer ISD | 066-903 | | | |
| Vendor ID # | ESC Region # | | | |
| 74-1895618 | 02 | | | |
| Mailing address | City | State | ZIP Code | |
| 905 S. Norton | Freer | TX | 78357-0240 | |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Dr. Frances | | Perez | Assistant Superintendent | |
| Telephone # | Email address | | FAX # | |
| (361) 394-6025 ext:141 | fperez@freerisd.net | | (361) 247-2131 | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Susie | | Martinez | Grant Specialist | |
| Telephone # | Email address | | FAX # | |
| (956) 365-4100 | Susie_eri@hotmail.com | | (866) 600-0374 | |
| Part 2: Certification and Incorporation | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|------------------------|------|---------------------|----------------|
| First name | M.I. | Last name | Title |
| Conrad | | Cantu | Superintendent |
| Telephone # | | Email address | FAX # |
| (361) 394-6025 ext:111 | | ccantu@freerisd.net | (361) 247-2131 |

Signature (blue ink preferred)

Date signed

Conrad Cantu

9/11/2017

Only the legally responsible party may sign this application.

| Schedule #1—General Information | |
|---|------------------------------------|
| County-district number or vendor ID: 066-903 | Amendment # (for amendments only): |
| Part 3: Schedules Required for New or Amended Applications | |

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference. |
| 4. | The applicant assures that its ability is to meet the 20% match requirement. |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan. |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s). |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s). |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total costs: | | \$ | \$ | \$ | \$ |

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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| Schedule #4—Request for Amendment (cont.) | | | |
|--|--------------------------|------------------------------------|-------------------|
| County-district number or vendor ID: 066-903 | | Amendment # (for amendments only): | |
| Part 4: Amendment Justification | | | |
| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
| 1. | | | |
| 2. | | | |
| 3. | | N/A | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☒ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Opening Statement: Freer ISD is categorized as rural by the Texas Education Agency (TEA) and only offers 7 Career and Technical Education (CTE) Programs of Study (POS); thus, the district will apply for the Perkins Reserve Grant under Focus Area 1: Pathway Hubs, Rural Schools. Through a Memorandum of Understanding (MOU) with Coastal Bend College, Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department, as well as, acquisition of grant funds, Freer ISD will be able to purchase equipment needed to give students work-based experience in preparation for entering the workforce. **Program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 pts)** The district will enhance programs that relate directly to the goals, objectives, and strategies of the grant. These programs will support students who currently attend Freer ISD and will provide them with work-based learning opportunities and enhanced Career and Technical Education (CTE) Programs of Study (POS); thus, adhering to program requirements and easing students' transition into the workforce environment.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points) The objectives the district wishes to achieve by receiving funding include: Increase the number of students who receive employment upon completion of high school by **25%**; Provide at least **2** professional development activities for CTE teachers; Increase the number of students who complete high school with an industry certification/license by **25%**; and Provide at least **6** additional industry experiences for students. The district will provide these opportunities by partnering with Coastal Bend College (CBC) to offer students enhanced Registered Nurse, Licensed Vocational Nurse, and Criminal Justice Programs of Study. The district will also partner with Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department to ensure the students receive high-demand industry experiences (internships, externships, etc.). To ensure these goals and objectives of the grant are met, Freer ISD will enter into a collaborative agreement between the Institution of Higher Education (IHE), the district, and the industries. Collaboration with all institutions within the grant program ensures the programs of study will span secondary and post-secondary education and include an appropriate sequence of courses that are aligned with high-demand occupations.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase the following: college and career readiness, CTE coherency, and post-secondary persistence rates.

- The district, in partnership with Coastal Bend College (CBC), will offer the Registered Nurse, Licensed Vocational Nurse, and Criminal Justice Programs of Study;
- Internships/Externships held at the Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department;
- CTE teacher professional development workshops; and
- Individualized student career and course counseling.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The district's designed program was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating grant requirements into the program such as to: Submit a Memorandum of Understanding (MOU) detailing the relationship between the college, the district, and industry partners; Provide an in-kind match of 40% (**#1 Assurance 10 pts**); Develop and implement industry experiences for students; and Align the CTE curriculum with marketable skills in the identified high-demand occupations, as stated in TEA guidelines.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Furthermore, the district plans to evaluate student outcomes by reviewing student transcripts before and after the grant funding period to ensure the students are receiving more college credit hours and industry certifications/licenses, as well as, reviewing Texas Academic Performance Reports (TAPR) reports to ensure more students are graduating college and are career ready.

Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

To ensure the offered programs of study are aligned with the need of the local workforce board, Freer ISD first needed to understand what occupations were in high-demand. Therefore, the district utilized the Texas Workforce Commission Website to determine that Registered Nurse, Licensed Vocational Nurse, and Criminal Justice occupations are currently in high demand (18,309 total job openings). This is perfect for the grant program due to the fact that you must receive education in these Programs of Study in order to become employed in these high-demand fields.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the district did the following needs assessment: Reviewed professional development training, Examined current college and career instructional practices/curriculum, and Evaluated community needs. The following are the identified community and academic needs:

COMMUNITY NEEDS ASSESSMENT

| Need (Population 25 and Over) | City | State |
|--|----------|----------|
| Unemployment Rate | 4.60% | 4.50% |
| Individuals Who Don't Complete College | 87.53% | 65.75% |
| Median Earnings For Workers (Dollars) | \$47,250 | \$53,207 |

Source: 2015 American Fact Finder

In addition to the Community Needs Assessment above, the district collected local data included in the following chart to indicate the district's academic deficiencies:

DISTRICT DEMOGRAPHICS

| | College Ready Graduates | Graduation Rate | Students with Over 12 Hours of Post-Secondary Credit | At-Risk Students | Graduates in TX IHE Completing One Year Without Remediation | Teachers with 1-5 Years' Experience |
|----------|-------------------------|-----------------|--|------------------|---|-------------------------------------|
| District | 29.0% | 80.4% | 0.0% | 57.8% | 53.3% | 35.5% |
| State | 42.0% | 89.0% | 10.6% | 50.1% | 70.5% | 27.3% |

Source: 2015-2016 TEA Texas Academic Performance Reports (TAPR)

As seen in the Needs Assessments above, the district has a high need to implement the Perkins Reserve Grant in order to address the academic deficiencies that exist at Freer High School. Due to the remote location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare them for a real-world working environment. Freer ISD will take the initiative to address this problem by expanding its existing collaborative agreements between themselves and Coastal Bend College, as well as, with Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department. These collaborative agreements will not only give students an opportunity to receive instruction that spans secondary and post-secondary education, but on-the-job training through internships, externships, apprenticeships, and/or mentorship programs.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from participants, including the school board, district and campus administrators, participating teachers, the partnering college, as well as, the partnering industries.

Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The resources that will be acquired through this grant program, coordinated with state compensatory funds will ensure student gains are continued after the grant funding terminates.

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| Schedule #6—Program Budget Summary | | | | | | |
|--|---|--------------------------|-----------------|------------------------------------|---------------------------|-----------------|
| County-district number or vendor ID: 066-903 | | | | Amendment # (for amendments only): | | |
| Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1) | | | | | | |
| Grant period: November 13, 2017, to August 31, 2018 | | | | Fund code: 244 | | |
| Budget Summary | | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Match |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$4,500 | | \$4,500 | \$5,850 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$7,500 | | \$7,500 | \$750 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$9,200 | | \$9,200 | |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$1,400 | | \$1,400 | |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$52,400 | | \$52,400 | \$23,400 |
| Grand total of budgeted costs (add all entries in each column): | | | \$75,000 | | \$75,000 | \$30,000 |
| Administrative Cost Calculation | | | | | | |
| Enter the total grant amount requested: | | | | | \$75,000 | |
| Percentage limit on administrative costs established for the program (5%): | | | | | × .05 | |
| Multiply and round down to the nearest whole dollar. Enter the result. | | | | | \$3,750 | |
| This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | | |

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| Schedule #7—Payroll Costs (6100) | | | | | | |
|---|---|---|---|--|-----------------------------|---------|
| County-district number or vendor ID: 066-903 | | | | Amendment # (for amendments only): | | |
| Employee Position Title | | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Match |
| Academic/Instructional | | | | | | |
| 1 | | | | | | |
| 2 | Educational aide | | | | \$ | \$ |
| 3 | Tutor | | | | \$ | \$ |
| Program Management and Administration | | | | | | |
| 4 | Project director | | | 1 | \$3,000 | \$2,750 |
| 5 | Project coordinator | | | | \$ | \$ |
| 6 | Teacher facilitator | | | | \$ | \$ |
| 7 | Teacher supervisor | | | | \$ | \$ |
| 8 | Secretary/administrative assistant | | | | \$ | \$ |
| 9 | Data entry clerk | | | | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | | \$ | \$ |
| 11 | Evaluator/evaluation specialist | | | | \$ | \$ |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | \$ | \$ |
| 13 | Social worker | | | | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | | \$ | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| Other Employee Positions | | | | | | |
| 21 | Title | | | | \$ | \$ |
| 22 | Title | | | | \$ | \$ |
| 23 | Title | | | | \$ | \$ |
| 24 | Subtotal employee costs: | | | | \$3,000 | \$2,750 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | |
| 25 | 6112 | Substitute pay | | | \$ | \$ |
| 26 | 6119 | Professional staff extra-duty pay – One (1) CTE RN/LVN Teacher and one (1) CTE Criminal Justice Teacher | | | \$ | \$3,100 |
| 27 | 6121 | Support staff extra-duty pay | | | \$ | \$ |
| 28 | 6140 | Employee benefits | | | \$1,500 | \$ |
| 29 | 61XX | Tuition remission (IHEs only) | | | \$ | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | | \$1,500 | \$3,100 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | | \$4,500 | \$5,850 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200) | | | |
|--|---|------------------------------------|-------|
| County-district number or vendor ID: 066-903 | | Amendment # (for amendments only): | |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | | |
| Professional and Contracted Services Requiring Specific Approval | | | |
| Expense Item Description | | Grant Amount Budgeted | Match |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ | \$ |
| | Specify purpose: | | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 | \$0 |
| Professional and Contracted Services | | | |
| # | Description of Service and Purpose | Grant Amount Budgeted | Match |
| 1 | Comprehensive Training Center - Will provide on-going technical support, resources, and assistance with compliance and reporting to include start-up of grant activities. | \$7,500 | \$750 |
| 2 | | \$ | \$ |
| 3 | | \$ | \$ |
| 4 | | \$ | \$ |
| 5 | | \$ | \$ |
| 6 | | \$ | \$ |
| 7 | | \$ | \$ |
| 8 | | \$ | \$ |
| 9 | | \$ | \$ |
| 10 | | \$ | \$ |
| 11 | | \$ | \$ |
| 12 | | \$ | \$ |
| 13 | | \$ | \$ |
| 14 | | \$ | \$ |
| b. Subtotal of professional and contracted services: | | \$7,500 | \$750 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ | \$ |
| (Sum of lines a, b, and c) Grand total | | \$7,500 | \$750 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$75,000 for the first year of the Perkins Reserve Grant is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target 1 campus, 90 students, and 2 teachers.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the district only offers Agriculture Science, Criminal Justice, Business, Instrumentation Technology, Licensed Vocational Nurse, Registered Nurse, and Welding CTE Programs; therefore, enhancing the Registered Nurse, Licensed Vocational Nurse, and Criminal Justice Programs of Study, as well as, the proposed activities will not supplant any current activities.

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| Schedule #9—Supplies and Materials (6300) | | | |
|---|--|---|--------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | |
| Supplies and Materials Requiring Specific Approval | | | |
| | | Grant Amount Budgeted | Match |
| 6300 | Total supplies and materials that do not require specific approval: <ul style="list-style-type: none"> Medical supplies– Vital Signs Monitor Package, etc. | \$9,200 | \$0 |
| Grand total: | | \$9,200 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|--|--|---|------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | |
| Expense Item Description | | Grant Amount Budgeted | Match |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ | \$ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$1,400 | \$ |
| <ul style="list-style-type: none"> Travel for students to attend internships and externships. | | | |
| Grand total: | | \$1,400 | \$0 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, both the Texas Academic Performance Report (TAPR), as well as, the U.S. Census Report were reviewed. Based on the information gathered, it was determined that the district/campus is in need of enhanced CTE programs, as well as, professional development for CTE teachers. Both of these items will enable the district/campus to increase the number of: students who acquire dual credit, certifications, and degrees in high-demand occupations; students who become career and college ready in ways that address both current and future workforce needs; and students who enter into community colleges and universities after they complete high school. The activities and programs selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus' needs.

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| Schedule #11—Capital Outlay (6600) | | | | | |
|---|---|----------|---|-----------------------|-----------------|
| County-District Number or Vendor ID: 066-903 | | | Amendment number (for amendments only): | | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Match |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | | \$ | \$ | \$ |
| 66XX—Computing Devices, capitalized | | | | | |
| 2 | | | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | |
| 12 | | | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | |
| 19 | Dispatch System – Will be purchased to be utilized by students during instruction. This will allow students to master critical skills required for a career that requires the use of a dispatch system. | 1 | \$20,000 | \$20,000 | \$ |
| 20 | Weaver Instructional System – Will be purchased to be utilized by students for extra practice. This will allow students to master Medical Terminology needed for the RN and LVN professions. | 1 | \$10,000 | \$10,000 | |
| 21 | Simulation Medication Cart – Will be purchased to be utilized by students to learn the necessary skills needed for medical administration. | 2 | \$6,000 | \$12,000 | \$ |
| 22 | Laedral Nursing Anne – Will be utilized by students for scenario-based training for the care and management of basic patient handling skills to advanced nursing skills. | 2 | \$5,200 | \$10,400 | \$ |
| 23 | | | \$ | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | |
| 27 | Building Use (In-Kind)– Two classrooms will be utilized by students during the RN, LVA and Criminal Justice courses that will be provided at the campus. (\$1,500,000 x .56%) | | | | \$23,400 |
| Grand total: | | | | \$52,400 | \$23,400 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | | | | | | | | | | | |
|--|----------------|--|--|--|---|---|---|---|---|------------------------------------|----|----|----|-------|--|
| County-district number or vendor ID: 066-903 | | | | | | | | | | Amendment # (for amendments only): | | | | | |
| Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point. | | | | | | | | | | | | | | | |
| Student Category | Student Number | Student Percentage | Comment | | | | | | | | | | | | |
| Economically disadvantaged | 553 | 68.8% | Freer ISD's economically disadvantaged population is 9.8% higher than the State's average of 59.0%. Parents'/guardians' lack of finances limits the resources they are able to provide to their child(ren). | | | | | | | | | | | | |
| Limited English proficient (LEP) | 30 | 3.7% | Freer ISD's Limited English Proficient (LEP) population is at 3.7%. The students' limited understanding of the English spoken and written language serves as an obstacle for these students' education towards academic gains. | | | | | | | | | | | | |
| Attendance rate | NA | 94.1% | Freer ISD's attendance rate is 94.1% which is 1.6% lower than the State's average of 95.7%. Students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels. Therefore, the district seeks to improve the attendance rate in order to increase student success and degree attainment. | | | | | | | | | | | | |
| Annual dropout rate (Gr 9-12) | NA | 1.4% | Freer ISD has a dropout rate of 1.4% which is 1.1% higher than the State's average. | | | | | | | | | | | | |
| Teacher Category | Teacher Number | Teacher Percentage | Comment | | | | | | | | | | | | |
| 1-5 Years Exp. | 22.0 | 35.5% | Freer ISD's percentage of teachers that have more than 5 years of experience is only at 62.9%. This is 1.8% less than the State's average of 64.7%. | | | | | | | | | | | | |
| 6-10 Years Exp. | 16.0 | 25.8% | | | | | | | | | | | | | |
| 11-20 Years Exp. | 13.0 | 21.0% | | | | | | | | | | | | | |
| 20+ Years Exp. | 10.0 | 16.1% | | | | | | | | | | | | | |
| No degree | 0.0 | 0.0% | The majority of Freer ISD's teachers only have a Bachelor's degree. Teachers need to be provided with added opportunities to increase their education-level so that they can provide students with a more rigorous program of study, which will better prepare them for their choice of career field. | | | | | | | | | | | | |
| Bachelor's Degree | 47.0 | 75.8% | | | | | | | | | | | | | |
| Master's Degree | 13.0 | 21.0% | | | | | | | | | | | | | |
| Doctorate | 2.0 | 3.2% | | | | | | | | | | | | | |
| Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. | | | | | | | | | | | | | | | |
| School Type: | | <input checked="" type="checkbox"/> Public | <input type="checkbox"/> Open-Enrollment Charter | <input type="checkbox"/> Private Nonprofit | <input type="checkbox"/> Private For Profit | <input type="checkbox"/> Public Institution | | | | | | | | | |
| Students | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | |
| | | | | | | | | | | 71 | 55 | 53 | 39 | 218 | |
| Teachers | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | |
| | | | | | | | | | | 5 | 5 | 6 | 6 | 22 | |
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Schedule #13—Needs Assessment

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Needs assessment methodology is provided and the magnitude of the problem is addressed. (10 pts)

Current Achievement: In order to understand the campus' current achievement, Freer ISD utilized state and campus data from the Texas Academic Performance Report (TAPR) to determine that Freer High School, when in comparison to the State's averages, performed worse in the following categories: College and Career Ready Graduates, Student with Over 12 Hours of Post-Secondary Credit, and Graduates in TX IHE Completing One Year Without Remediation.

Needs Assessment Process: Due to the fact that Freer High School performed worse in every category, the district conducted a needs assessment process which not only included the statistical data aforementioned in current achievement, but also included the following: At-Risk Students, Student Graduation Rates, and Percentage of Teachers with 1-5 Years' Experience. Below you will find all statistical data reviewed during the preparation of this grant application, as well as, the magnitude and severity of the problems the high school currently faces.

DISTRICT DEMOGRAPHICS

| | College Ready Graduates | Graduation Rate | Students with Over 12 Hours of Post-Secondary Credit | At-Risk Students | Graduates in TX IHE Completing One Year Without Remediation | Teachers with 1-5 Years' Experience |
|----------|-------------------------|-----------------|--|------------------|---|-------------------------------------|
| District | 29.0% | 80.4% | 0.0% | 57.8% | 53.3% | 35.5% |
| State | 42.0% | 89.0% | 10.6% | 50.1% | 70.5% | 27.3% |

Source: 2015-2016 TEA Texas Academic Performance Reports (TAPR)

In addition to the district conducting a local needs assessment, Freer ISD also conducted a Community Needs Assessment that demonstrates how our unequipped college and career ready students leads to the targeted area having increased unemployment and decrease individuals that are self-sustaining.

COMMUNITY NEEDS ASSESSMENT

| Need | City | State |
|--|----------|----------|
| Unemployment Rate | 4.60% | 4.50% |
| Individuals Who Don't Complete College | 87.53% | 65.75% |
| Median Earnings for Workers (Dollars) | \$47,250 | \$53,207 |

Source: 2015 American Fact Finder

Description of how needs are prioritized: The district met with key stakeholders to review the needs assessment and to determine how to prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified, and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The campus is in need of additional high quality CTE teachers and programs and additional post-secondary job opportunities for students at the targeted campus. Through additional grant funding, the campus will not only provide better instructional programs for the participating students, but also establish relationships/partnerships with industries to further prepare students to enter the workforce. This, in turn, will increase the number of self-sustaining individuals and lead to a decrease in the overwhelmingly large percentage of at-risk students (57.8%). **Equipment** – Zero percent of the students within the targeted campus completed over 12 hours of post-secondary credit. This statistic demonstrates the district's lack of necessary equipment and financial resources to provide students with advanced career and college instruction. Therefore, grant funds will be utilized to purchase the necessary equipment for enhancement of the Registered Nurse, Licensed Vocational Nurse, and Criminal Justice Programs of Study; thus, increasing work experience, as well as, the number of career and college ready students.

Desired or required accomplishment: Through grant funding, the district will provide students with work-based learning opportunities and enhanced CTE Programs of Study (POS); thus, easing students' transition into the workforce environment and increasing the amount of post-secondary education they receive.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|--|
| 1. | <p>The district needs to increase the number of individuals who can sustain themselves after they graduate high school.</p> <p>The current median income for individuals within the target area is only \$25,135, which is \$5,128 less than the State's average.</p> <p>Specific needs have been identified and strategies have been described. (10 points)</p> | <p>To ensure Freer ISD can address this need, the district will target the Registered Nurse, Licensed Vocational Nurse, and Criminal Justice Programs of Study. These programs of study will enable participating students to occupy the following jobs as soon as they complete high school: Licensed Vocational Nurse, U.S. Customs and Border Patrol, Police and Sheriff's Patrol Officers, Dispatchers, and Detectives and Criminal Investigators. The average salary of these occupations ranges from \$38,500 to \$126,569, which is already from \$13,365 to \$101,434 more than the current average in the target area. To pursue these programs, the district will purchase state-of-the-art equipment and materials; thus, giving students the best opportunity to receive high-quality CTE instruction.</p> |
| 2. | <p>As seen in Table labeled District Demographics, only 53.3% of the students completing one year of college without remediation, which is 17.2% less than the State's average; and only 29% of the students graduated college ready which is 13% lower than the State's average of 42%.</p> <p>Therefore, Freer ISD understands to address their current low performing percentages, the district will need to strengthen/expand linkages with local Institutions of Higher Education (IHE) and businesses.</p> | <p>During the grant funding period, Freer ISD plans to strengthen its linkages with Coastal Bend College, our current partnering IHE and with Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department, our current partnering industries.</p> <p>However, the district not only wants to strengthen the current relationships it has in place, but also expand its linkages with other local partnerships such as: IHEs, CBOs, businesses, industries, and other CTE programs to align its curriculum to industry sectors and offer work-based learning opportunities.</p> |
| 3. | <p>The district needs to offer additional high-demand occupation certificates and industry-recognized credentials/certifications.</p> <p>Currently, Freer ISD only offers a limited number of post-secondary instruction and opportunities. This limitation leads to a decrease in CTE course interest.</p> | <p>Freer ISD will strengthen and expand linkages with IHEs to increase the number of post-secondary certifications and opportunities available.</p> <p>Hence, by offering additional opportunities, the district will increase student interest, as well as, the number of graduates who are CTE coherent. Increased coherency will assist the district in meeting its ultimate goal to prepare students to be career and college ready which ensures they address both current and future workforce needs.</p> |
| 4. | <p>According to the needs assessment conducted prior to starting the grant application, high quality CTE teachers are needed for the delivery of both the existing, and proposed CTE Programs.</p> | <p>CTE teachers will be provided with cutting-edge technology and supplies; thus, making their teaching job easier. A variety of engaging professional development seminars for curriculum solutions will be provided that will introduce teachers to various curriculum and program components.</p> |
| 5. | <p>Although Freer ISD currently provides 7 CTE programs, enhancing 3 CTE courses in addition to extra activities may prove to be difficult. Therefore, the district will need external support for the development and implementation of additional CTE programs.</p> | <p>To ensure this need is addressed, the district will hire Comprehensive Training Center (CTC), a company with over 20 years of professional experience in curriculum implementation, to support the development and implementation of the grant.</p> <p>CTC will organize community and district efforts to provide guidance and support in the development and implementation of the grant.</p> |

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| Schedule #14—Management Plan | | | | |
|---|--|---|------------------------------------|------------|
| County-district number or vendor ID: 066-903 | | | Amendment # (for amendments only): | |
| Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | |
| # | Title | Desired Qualifications, Experience, Certifications (5pts) | | |
| 1. | Superintendent | Minimum of a Bachelor's Degree in Education or a related field. Experience: At least 3 years of experience in supervisory of small to medium teams and experience in data reporting. | | |
| 2. | Curriculum & Instruction Director | Minimum of a Bachelor's Degree in Education or a related field. Experience: Developing curricular goals and outlines for new curriculum and curriculum updates, as well as, in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum. | | |
| 3. | External Implementation Support | At least 10 years of experience in providing high-quality professional development trainings in college and career development, as well as, previously assisted in implementation of multiple CTE programs of study (POS). | | |
| 4. | Principal | Minimum of a Bachelor's Degree in Education or a related field Experience: Managing school day-to-day activities, overseeing faculty and staff, and assisting students in selecting career pathways. | | |
| 5. | Career Counselor | At least 3 years of experience in ensuring students stay on their selected career pathway. | | |
| 6. | Partnering IHE | Ability to offer the targeted CTE programs of study. Experience: Must have at least 5 years of prior experience. | | |
| Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | |
| # | Objective | Milestone | Begin | End |
| 1. | Align the district's POS with Texas identified high-demand occupations. | 1. Buy equipment for the targeted Programs of Study. | 12/01/2017 | 3/31/2018 |
| | | 2. Increase the total number of students earning one or more industry certifications/licenses related to the POS. | 01/01/2018 | 08/31/2018 |
| | | 3. Increase CTE teacher effectiveness by directly aligning professional development with high-demand occupations. | 12/01/2017 | 08/31/2018 |
| 2. | Prepare students who are in CTE courses for high-demand occupations. | 1. Increase the number of students that participate in industry experiences by 25% . | 01/01/2018 | 08/31/2018 |
| | | 2. Increase the number of post-secondary job opportunities for students within the district. | 01/01/2018 | 08/31/2018 |
| | | 3. Increase the number of students employed by 25% . | 06/01/2018 | 08/31/2018 |
| 3. | Strengthen linkages with IHEs to increase the number of POS offered. | 1. Increase the number of partnerships with IHEs to ensure students credits and certifications transfer when furthering their education. | 01/01/2018 | 08/31/2018 |
| | | 2. Increase the average number of college credit hours earned per student. | 01/01/2018 | 08/31/2018 |
| | | 3. Increase the number of students who are making the required progress towards graduation. | 01/01/2018 | 08/31/2018 |
| 4. | Establish/strengthen partnerships with businesses/industries to include work-based opportunities for students. | 1. Provide students with 6 additional industry related experiences. | 01/01/2018 | 08/31/2018 |
| | | 2. Increase the number of business partnerships who provide a work-based learning opportunity. | 01/01/2018 | 08/31/2018 |
| | | 3. Provide students with at least 10 hours of on-the-job training. | 01/01/2018 | 08/31/2018 |
| 5. | Provide evaluation/feedback on the program. | 1. Utilize TAPR reports to ensure the district is meeting the goals and objectives of the grant program. | 01/01/2018 | 08/31/2018 |
| | | 2. Monitor grant for compliance and effective practices. | 01/01/2018 | 08/31/2018 |
| | | 3. Identify areas of need and establish a plan of action. | 01/01/2018 | 08/31/2018 |
| On time/within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 pts) Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award. | | | | |
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Procedures ensure feedback/continuous improvement in the proposed program through monitoring. (3 points) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district will ask all stakeholders to participate in surveys and questionnaires on a regular basis. In addition, the district will establish a procedure and schedule for internal monitoring that includes: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Monitoring data entry and security procedures in order to ensure the program remains in compliance; Reviewing TAPR reports to ensure students are graduating with additional post-secondary education and career readiness; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

Involvement/commitment to the program is sufficient and ensures successful implementation goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all stakeholders, including district and campus administrators, teachers, school board members, partnering IHEs, and designated industry partners. Throughout the term of the grant, the district will continue to meet regularly with all key stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is coordinated with similar efforts using existing resources to maximize the effectiveness of grant funds. (3 points) The recent decrease in state and federal funding has made it impossible for the district to enhance a large number of CTE programs. However, the district can support the added costs that will be associated with the Perkins Reserve Grant should it be funded to include items such as: CTE personnel, utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook Of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; Maximize federal, state, and local revenue; Utilize instruction, professional development, and curriculum that was implemented during the grant funding period; Create more flexibility in existing streams of funding; and Continue building public-private partnerships.

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| Schedule #15—Project Evaluation | | | |
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| County-district number or vendor ID: 066-903 | | Amendment # (for amendments only): | |
| Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
| 1. | Qualitative Data: Student Surveys (EVAL-2 points) | 1. | Positive feedback is received on IHE/student interaction. |
| | | 2. | Positive feedback is received on teachers' instruction. |
| | | 3. | Positive feedback is received on the industry partners' interaction with students. |
| 2. | Quantitative Data: Evaluation of Students' Learning | 1. | Increase in the number of workforce-ready students. |
| | | 2. | Report cards, classwork, and benchmarks demonstrate progress. |
| | | 3. | Increase in average number of college credit hours earned by students. |
| 3. | Professional Development Feedback | 1. | The district's teachers and IHE staff participate in promoting the enhancement of three (3) high-need Programs of Study. |
| | | 2. | Positive feedback is received on teacher surveys that question the quality and effectiveness of the professional development activities. |
| | | 3. | Positive feedback received on surveys questioning teachers if they have the ability to align their instruction with high-demand occupations. |
| 4. | Classroom/Industry Observations | 1. | Increase in participation by students who are making the required progress towards graduation. |
| | | 2. | Increase the total number of partnerships with industries. |
| | | 3. | Increase in the number of industry experiences provided to the students. |
| 5. | Review Use of Business/Teacher Course Materials | 1. | Students are provided the instruction needed to be college/career ready. |
| | | 2. | Industry/Teachers utilize both a work-based and instruction-based approach to assist students in the transition from high school to the workforce. |
| | | 3. | Industry/Teachers provide examples to illustrate the skills they have acquired during the grant program. |
| Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| <p>Methods of evaluation are clearly related to the intended results of the project. (3 points) The district will collect data that includes both program-level data, as well as, student-level academic data. This data will include performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a workforce-based ready culture; Number of industry experience hours provided to students; Number of students engaged in high-demand occupational activities; and Number of college credit hours earned by students. Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers, as well as, students will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and the effectiveness of the industry partners' trainings. Moreover, the industry partners will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to determine whether the trainings are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, and TAPR reports to determine an increase in student academics. Formative evaluation is outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, industry partners, and contracted consultants the ability to determine whether the high-demand occupational development trainings are positively impacting the students and teachers. Problems identified and corrected: As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan.</p> | | | |

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Freer ISD utilized the Texas Career Check website provided in the Perkins Reserve Grant guidelines to identify Registered Nurse, Licensed Vocational Nurse, and Criminal Justice as high-demand occupations. Furthermore, the district also utilized the Texas Workforce Commission Website to ensure that all of these occupations were considered high demand within the targeted area.

To demonstrate the partnership Freer ISD has with the local workforce development board, the district also received a signed letter of support that discusses the need for trained individuals within these occupations (20 pts). Due to the fact the district has full support of the local workforce board, the board will be able to facilitate partnerships between the district and local businesses with similar training needs; thus, increasing the potential for students to receive employment right after high school.

Therefore, to ensure the district's students will be ready for employment as soon as they graduate high school, Freer ISD will enhance these Programs of Study by purchasing the equipment needed for hands-on experience. Providing state-of-the-art equipment for these Programs of Study assures that the programs will be appropriately aligned to marketable skills in the identified high-demand occupations (**Assurance 2**).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Freer ISD assures that, within 90 days of the grant start date, they will submit a Memorandum of Understanding (MOU) to TEA detailing the relationship between a dual-credit partner, the district, and a business partner (**Assurance 4**). Ensuring there is joint decision-making during the program will enable planning and implementation of a coherent grant program across all partnering institutions.

In addition, the district will create a crosswalk to span secondary and post-secondary education, which includes an appropriate sequence of courses and addresses the following criteria of each student: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

Academic Support: The district will provide a personalized learning environment by developing and enhancing a seamless curriculum between the high school, the Institution of Higher Education, and the industries. The campus will also provide work-based experiences for its students through rigorous, purposeful, and responsive instruction with an emphasis on leadership and relationship development. The Career Counselor at the school will meet with the students throughout the year to discuss what courses the student has currently taken, as well as, identify the coursework that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

Social Support: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will, therefore, provide continuous social and emotional support to the students by assigning them to a specific Career Counselor working at their campus, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning to all students, setting up individual graduation plans, assisting in personal or family matters, and providing social and emotional advisement.

College Readiness: The campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative Assessment (TSIA); Academic planning for college; College exploration and selection; College admission; Assistance with financial aid applications; SAT/ACT and TSI preparation; and Transitional services from high school to college enrollment. These services will be provided by the district and Coastal Bend College to encourage college planning and to provide guidance through the college admission and financial aid processes.

College Access: The campus' students will be issued a college Student Identification Card, which will enable students to log into Coastal Bend College's student portal. The student portal will provide the district's students with the following items through their corresponding student portal: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

To ensure the offered programs of study are aligned with the need of the local workforce board, Freer ISD first needed to understand what occupations were in high-demand. Therefore, the district utilized the Texas Workforce Commission Website to determine that Registered Nurse, Licensed Vocational Nurse, and Criminal Justice occupations are currently in high demand (18,309 total job openings). This is perfect for the grant program due to the fact that you must receive education in these Programs of Study in order to become employed in these high-demand fields.

Moreover, due to the fact that there will not only be collaboration between the local workforce board, but industry partners as well, Freer ISD assures that there will be development and implementation of high-demand industry experiences. Some of these experiences include, but are not limited to: mentorship programs, internships, externships, and/or apprenticeships (20 pts). These experiences will expose participating students to applied learning and real-world work activities in the identified high-demand occupations (**Assurance 3**).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The district's goal is to provide students with the opportunity to receive a high-demand industry certificate/license from the partnering general academic teaching institution(s) while still in high school. In order to do so, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will create a crosswalk that not only identifies the required coursework that needs to be completed, but all other aspects that factor into being college and career ready. A sample crosswalk for the health professions from Coastal Bend College can be seen below:

COASTAL BEND COLLEGE COURSE CROSSWALK

| Grade | PEIMS Course # | High School Course Name | TX Common Course # | IHE Course Name |
|------------------|----------------|-----------------------------------|--------------------|---|
| 9 th | 13020200 | Principles of Health Science | HPRS 1201 | Introduction to Health Professions |
| | 84800123 | Elective | EDUC 1300 | Learning Frameworks |
| | 13011400 | Business Information Management I | BCIS 1305 | Business Computer Applications |
| | 13020300 | Medical Terminology | HITT 1305 | Medical Terminology |
| 10 th | 1302040 | Health Science | VNSG 1320 | Anatomy/Physiology Allied Health |
| | N1302091 | Medical Biotechnology | ECRD 1111 | Electrocardiography |
| | N1302096 | Dosage Calculations | VNSG 1227 (5-hr) | Essentials of Medication Admin. |
| | 03155400 | Art 1 | MUSCI 1306 | Music Appreciation |
| | N1302097 | Mathematics for Medical Prof. | RNSG 1201 | Pharmacology |
| 11 th | 13020500 | Practicum in Health Science | NURA 1301 | Nurse Aide for Health Care |
| | 13020500 | Practicum in Health Science | HPRS 1160 | Clinical Nursing Aide & Patient Care Aide |
| | 13024500 | Lifetime Nutrition & Wellness | BIOL 1322 | Nutrition |
| | 13014300 | Human & Growth Development | PSYC 2314 | Human Growth & Development |
| | 03241400 | Communication Applications | SPCH 1311 | Intro to Speech Communication |
| | 03350100 | Psychology | PSYC 2301 | General Psychology |
| | 13020700 | Medical Microbiology | BIOL 2320 | Microbiology Non-Science Majors |
| | 84809000 | Medical Microbiology LAB | BIOL 2120 | Microbiology Non-Science Majors LAB |
| 12 th | 13020600 | Anatomy & Physiology | BIOL 2301 | Anatomy and Physiology I |
| | 84809100 | Anatomy & Physiology LAB | BIOL 2101 | Anatomy and Physiology I LAB |
| | N1302093 | Human Body Systems | BIOL 2302 | Anatomy and Physiology II |
| | 84809101 | Human Body Systems LAB | BIOL 2102 | Anatomy and Physiology II LAB |
| | 03220300 | English III | ENG 1301 | Composition I |
| | 03220400 | English IV | ENG 1302 | Composition II |
| | 03102500 | Math | MATH 1314 | College Algebra |
| | 13020800 | Pathophysiology | RNSG 1343 | Complex Concepts of Adult Health |

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but other aspects that need to be addressed when taking college courses. Freer ISD has attached a specific crosswalk above that details each individual class that students need to take in order to complete the targeted Registered Nurse and Licensed Vocational Nurse Programs of Study. Having both a crosswalk and detailed student criteria in place will ensure the district's students succeed at their coursework and will effectively become career ready.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

To ensure each facet of the Perkins Reserve Grant is addressed and program guidelines are adhered to during the grant funding program, Freer ISD will enter into partnerships with multiple organizations. These organizations vary from Institutions of Higher Education (IHEs), Industry Partners, and Business Vendors. Below are a list of each individual partner that will be a part of the grant program:

IHE: Coast Bend College; and

Industry Partners: Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department.

Freer ISD will partner with an IHE and industries to ensure students receive both certificates and instruction that are currently in high-demand to ensure the development and enhancement of the program is successful. Therefore, these partnerships will give Freer ISD the best chance to run a comprehensive and successful grant program.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The district will partner with Christus Spohn Family Health Clinic, Mi Familia Home Health, Family Medical, Healing Hands and Hearts Home Care, Texas A&M AgriLife Extension, and the City of Freer Police Department. to assist with curriculum development, as well as, to support relevant and frequent industry experiences for participating students. These partnering industries will actively participate to ensure that the curriculum is appropriately aligned to career pathways that are in high-demand.

Not only will these partnerships offer students academic instruction on practices and strategies that prepare them for nontraditional fields, but also on-the-job training through internships, externships, apprenticeships, and mentorship programs. Having both quality academic instruction, as well as, work-based experience will assist students in becoming workforce ready as soon as they graduate high school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

To ensure the district will continue to meet the goals of the grant program after funding has come to an end, the district has proposed a sustainability plan which includes a careful examination of what this grant initiative aims to sustain, the barriers that prevent the initiative from accomplishing its goals, the fiscal constraints, and its current resources.

The sustainability plan includes the creation of a Handbook Of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues and ensure the program continues beyond the grant funding period: Make better use of existing resources; Maximize federal, state, and local revenue; Utilize instruction, professional development, and curriculum that was implemented during the Perkins Reserve Grant Program; Create more flexibility in existing funding streams; and Continue building public-private partnerships.

Moreover, in order to ensure all program participants remain committed to the continuous success of the program, the district has ensured they received buy-in from all participants, including administration, teachers, students, and partnering organizations. Throughout the term of the grant, Freer ISD will continue to meet quarterly with stakeholders such as the board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term commitment to the program, as well as, the ability to continue to meet the goals of the grant program after funding has come to an end.

The proposal was organized and completed according to grant instructions. All provisions, statutory, and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

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Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

N/A

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

N/A

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|--|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | | |
| Barrier: Cultural, Linguistic, or Economic Diversity (cont.) | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gang-Related Activities | | | | |
| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
| C01 | Provide early intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|--|--|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | | |
| Barrier: Gang-Related Activities (cont.) | | | | |
| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Drug-Related Activities | | | | |
| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
| D01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Visual Impairments | | | | |
| # | Strategies for Visual Impairments | Students | Teachers | Others |
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-903

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 066-903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|--|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | | |
| Barrier: Lack of Support from Parents (cont.) | | | | |
| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Shortage of Qualified Personnel | | | | |
| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Lack of Knowledge Regarding Program Benefits | | | | |
| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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|--|---|---|--------------------------|--------------------------|
| County-District Number or Vendor ID: 066-903 | | Amendment number (for amendments only): | | |
| Barrier: Lack of Knowledge Regarding Program Benefits (cont.) | | | | |
| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Lack of Transportation to Program Activities | | | | |
| # | Strategies for Lack of Transportation | Students | Teachers | Others |
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Other Barriers | | | | |
| # | Strategies for Other Barriers | Students | Teachers | Others |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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